

Key Ideas and Details

1. Read closely to understand what texts say and to analyze how they are constructed.
2. Determine central ideas or themes and analyze how they are developed and refined over the course of the text.
3. Analyze how major ideas and themes are developed and refined over the course of the text.

Standards, Assessment and Accountability



Focus on Teacher Effectiveness



Why is this the
right work
right now?

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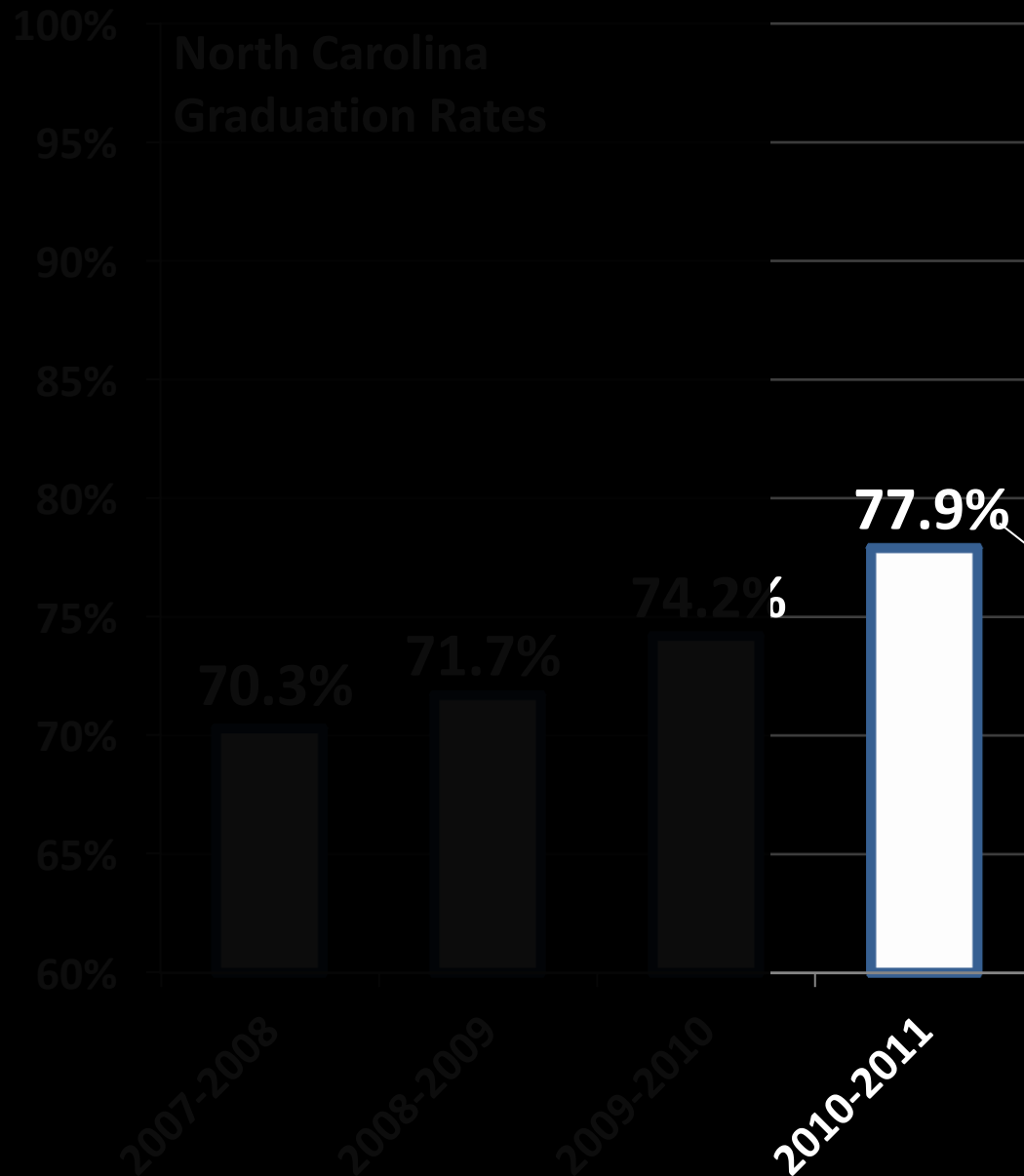


Focus on Teacher Effectiveness

Why is this the right work right now?

A Data Tour

Why is this the right work right now?



The data show very encouraging progress in North Carolina....

...at the same time, there is profound room for improvement.

$$77.9\% = \frac{85,986 \text{ graduated}}{110,377 \text{ students that were eligible}}$$

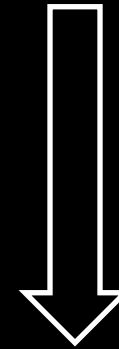
$$11,0377 - 85,986 =$$

24,391 students that could of graduated ***and didn't***

Percentage of ACT-Tested High School Graduates Ready for College-Level Course Work in 2010²

	Nation
All Four Core Subjects	24%
English	66%
Math	43%
Reading	52%
Science	29%

Too few students are ready when they get to post-secondary institutions.



ACT, "College Readiness by State," 2010

National College Graduation Rates³

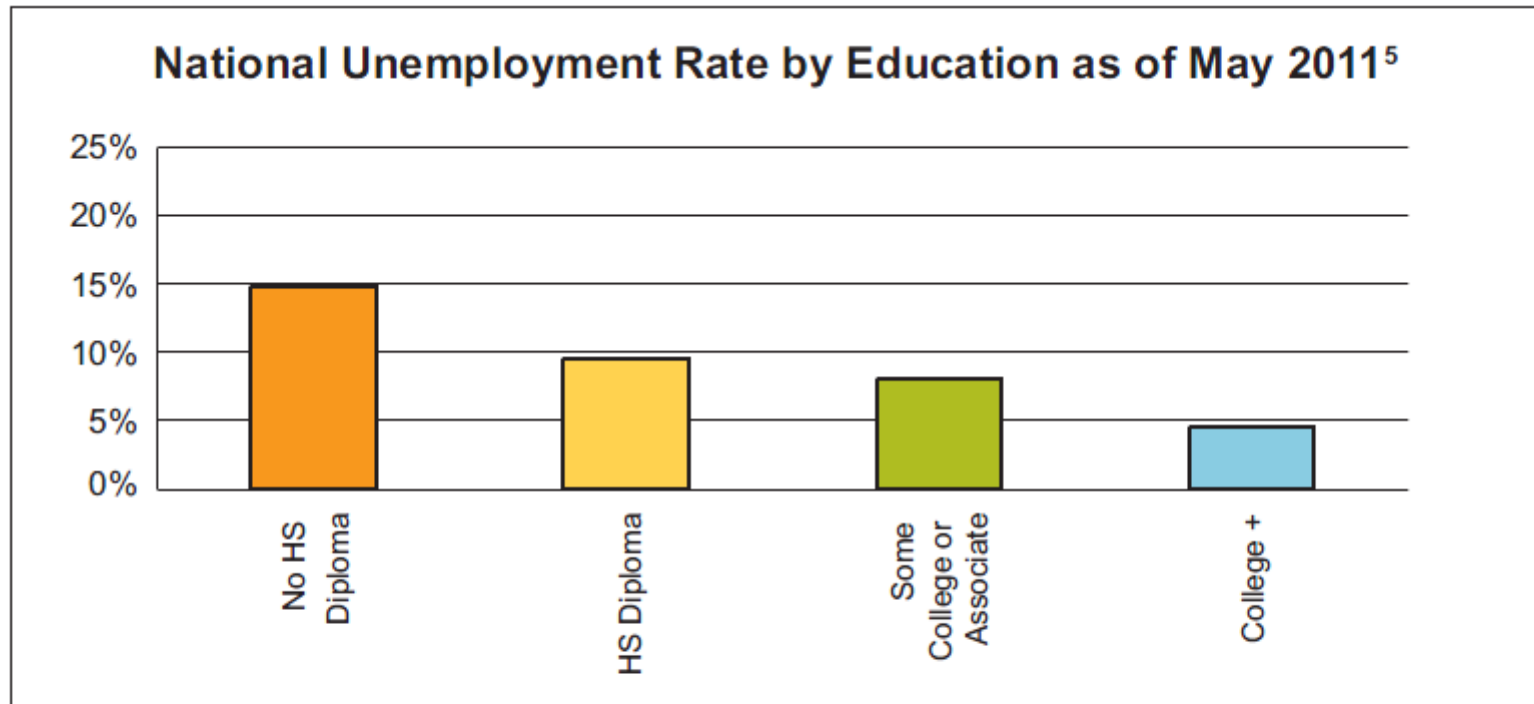
	Four-Year Institution National Average*	Two-Year Institution National Average**
All Students	56%	31%
White	59%	32%
Hispanic	46%	29%
Black	39%	26%
Asian	66%	33%
American Indian	38%	27%

*Graduation within six years of entrance (Cohort from 2002–2008)

**Graduation within three years of entrance (Cohort from 2005–2008)

Too few students succeed at these institutions.

Graduating with knowledge and skills impacts student's future prospects

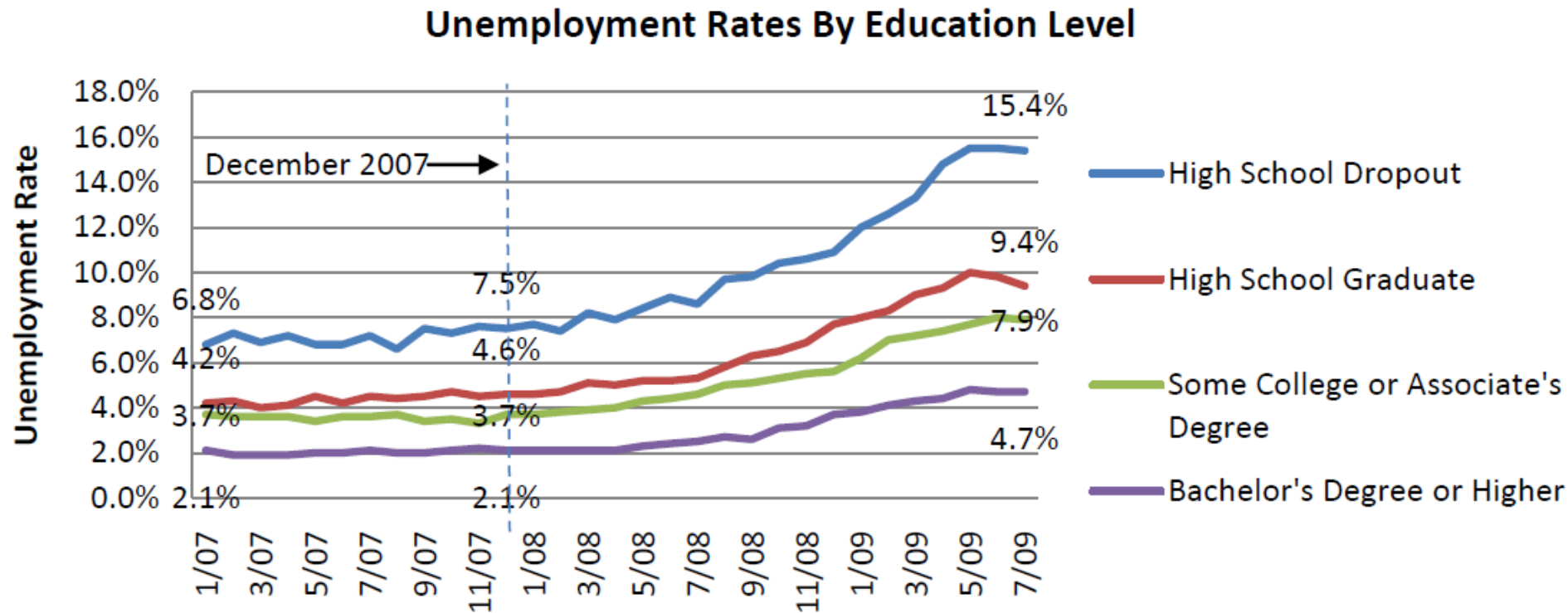


Bolster economic vitality: Nearly **1.3 million** students did not graduate from the nation's high schools in 2010; the lost lifetime earnings of that class of dropouts total **\$337 billion**.⁶

⁵ U.S. Bureau of Labor Statistics, 2010

⁶ Alliance for Excellent Education, "The High Cost of High School Dropouts," unpublished

Graduating with knowledge and skills impacts student's future prospects



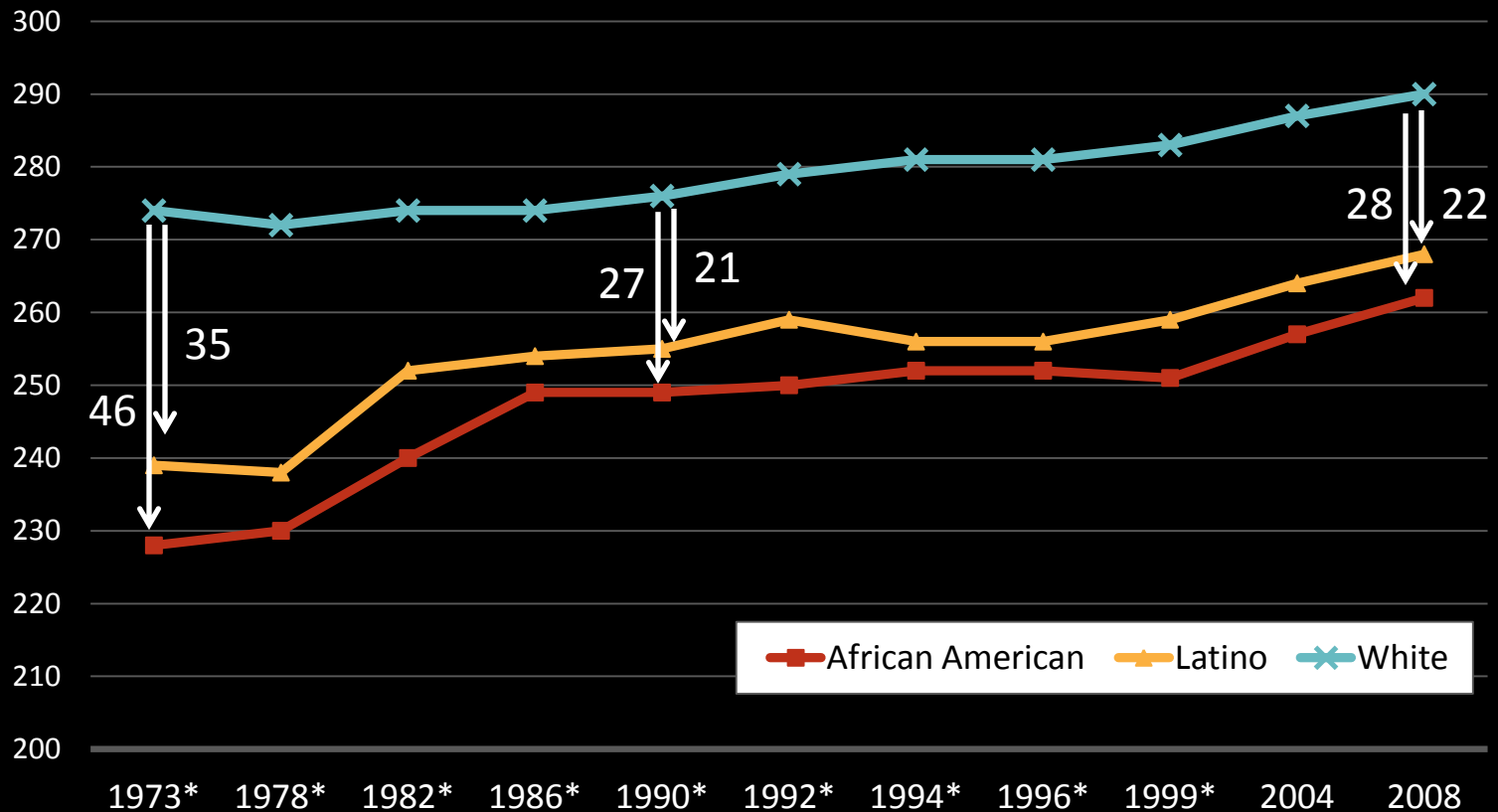
Source: Bureau of Labor Statistics, Table A-4: Employment Status of the Civilian Population 25 Years and Over by Educational Attainment, <http://www.bls.gov/news.release/empsit.t04.htm> (accessed August 10, 2009).

Nearly eight in ten future job openings in the next decade in the U.S. will require postsecondary education or training.

Why is this the right work right now?

Achievement gaps persist.

Among 13 year-olds, the gaps in Mathematics are just as wide today as in 1990



*Denotes previous assessment format

NAEP 2008 Trends in Academic Progress, NCES

% of students graduating from High School within <u>four</u> years of entering the 9th grade.	Gender 10-11	
American Indian	Female	74.7
Asian	Female	89.1
Black	Female	78.6
Hispanic	Female	72.3
Multi Racial	Female	80.8
White	Female	85.3
Total	Female	82.0
American Indian	Male	64.2
Asian	Male	84.5
Black	Male	64.0
Hispanic	Male	65.2
Multi Racial	Male	73.2
White	Male	79.6
Total	Male	73.5

Our outcomes for students
are not what they *need to be*.

So part (but not all) of how we address this includes

Key Ideas and Details

1. Read closely to understand what texts say. Establish what textual evidence
2. Determine central ideas or themes and analyze how they are developed and refined over the course of the text. Assess how ideas or themes change and shift over the course of the text.
3. Analyze how major ideas and themes are developed and refined over the course of the text.

Standards, Assessment and Accountability

Why is this the right work right now?

So why the Common Core?

- **Equity**
Students expectations the same regardless of where they live
- **College and Career Readiness**
Students need to be more than proficient
- **Comparability**
State results will be comparable through common assessments
- **Sharing of Resources**
The ability to share instructional materials across state lines can improve practice
- **Economies of Scale**
Possible savings due to sharing of resources and assessments
- **Student Mobility**
Students moving into and out of states will have the same standards

*The average gap nationally between state- and NAEP-reported reading scores is **57** percentage points.*

*...and **41** percentage points in math.*

We need to have a consistent assessment of readiness; right now, we don't.

Why is this the right work right now?

So why a New Accountability Model?

To use improved indicators to create incentives and target supports that:

- Improve Student Outcomes
- Increase Graduation Rates
- Close Achievement Gaps

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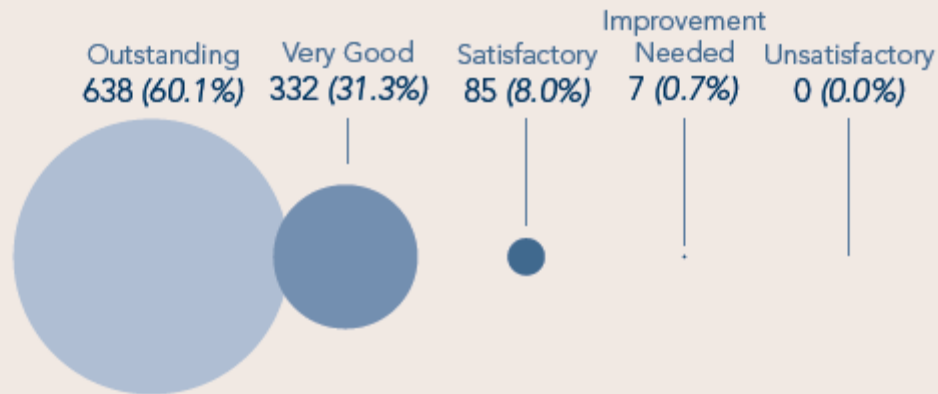
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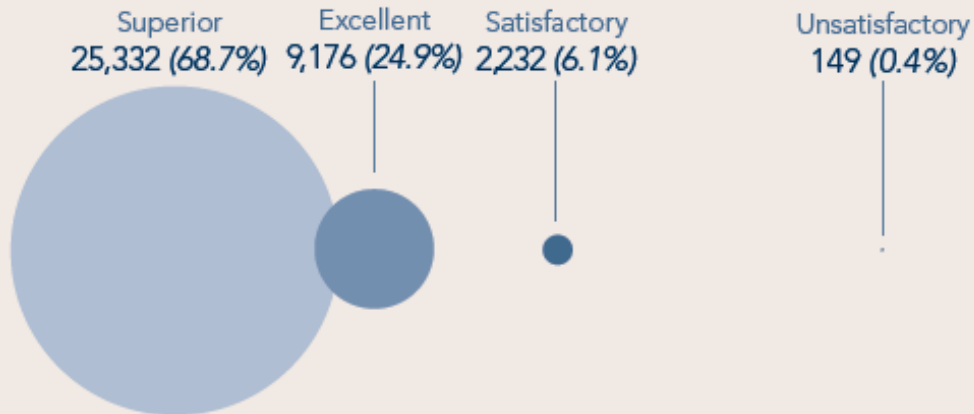
A Data Tour

FIGURE 02 | Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems*

AKRON PUBLIC SCHOOLS SY 05-06 to 07-08



CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08



CINCINNATI PUBLIC SCHOOLS SY 03-04 to 07-08*

Distinguished Proficient/
Satisfactory Not Proficient/
Basic Unsatisfactory

Excerpted from *The Widget Effect*,
2009. Published by The New Teacher
Project.

Because, in many cases, teachers don't get meaningful feedback to help them continuously improve their practice.